

**PROPOSED MEA SCORING GUIDE FOR GRADE 8 WRITING**

## Content Standard B: Writing

**Score Points****Link to Maine Learning Results Performance Indicators B 1: Interconnected Elements and B3: Argument/Analysis**

<b>Purpose</b>	The degree to which the response <ul style="list-style-type: none"><li>Addresses the prompt</li><li>States a position</li></ul>					These scoring notes are listed in order of importance and are to be considered in hierarchical order when scoring on demand, first draft writing. This scoring guide is designed to be used in conjunction with student benchmark papers, contained in MEA released items.
<b>Topic Development and Organizaiton</b>	The degree to which the response <ul style="list-style-type: none"><li>Develops the position</li><li>Effectively supports the position with relevant evidence</li><li>Maintains focus throughout the essay</li><li>Uses information from the list provided</li><li>Develops opinions with evidence</li><li>Excludes extraneous information</li></ul>					
<b>Voice and Style</b>	The degree to which the response <ul style="list-style-type: none"><li>Maintains a formal tone</li><li>Makes appropriate use of sentence and language variety</li></ul>					
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	
<ul style="list-style-type: none"><li>Position is missing or is stated with little or no supporting evidence</li><li>Little organization or focus</li><li>Simplistic language with possible evidence of voice</li></ul> <p>Text is not sufficiently developed to demonstrate control.</p>	<ul style="list-style-type: none"><li>*Position is stated or implied with limited supporting evidence</li><li>*Limited organization or focus</li><li>*Limited variety in language</li></ul> <p>Text may not be sufficiently developed or complex to demonstrate sustained control.</p>	<ul style="list-style-type: none"><li>Position is stated or implied with basic supporting evidence</li><li>Basic organization and focus.</li><li>Some variety in language, with a hint of personal style</li></ul>	<ul style="list-style-type: none"><li>Position is stated with relevant supporting evidence</li><li>Clear organization and focus</li><li>Variety in language, with an emerging personal style</li></ul>	<ul style="list-style-type: none"><li>Position is strongly stated with effective and logical supporting evidence</li><li>Logical sequencing of evidence that supports a clear focus</li><li>Effective use of language and personal style</li></ul>	<ul style="list-style-type: none"><li>Position is strongly stated with skillful use of evidence to build a tight argument</li><li>Logical sequencing and controlled, clear focus</li><li>Skillful use of language and distinctive personal style</li></ul>	

**PROPOSED MEA SCORING GUIDE FOR ARGUMENT/ANALYSIS WRITING - GRADE 8**

Content Standard D: Language			
Link to Maine Learning Results D1: grammar and usage, and D2: mechanics, and Scoring Notes			
Grammar and Usage	The degree to which the response <ul style="list-style-type: none"><li>• Includes sentences that are correct in structure</li><li>• Includes sentences which are complex</li><li>• Demonstrates correct use of standard grammatical rules of English</li><li>• Demonstrates correct word usage</li><li>• Demonstrates correct and effective use of active or passive voice</li></ul>		These scoring notes are to be considered when scoring on demand, first draft student writing. They should be considered in a non-hierarchical order.
Mechanics	The degree to which the response <ul style="list-style-type: none"><li>• Demonstrates correct punctuation</li><li>• Demonstrates correct capitalization</li><li>• Demonstrates correct spelling</li></ul>		
Score Points			
1	2	3	4
<ul style="list-style-type: none"><li>▪ Little control of sentence structure</li><li>▪ Little application of correct grammar and usage</li><li>▪ Little control of mechanics</li></ul> <p>Text is not sufficiently developed to demonstrate control.</p>	<ul style="list-style-type: none"><li>▪ Simplistic sentence structure</li><li>▪ Limited application of correct grammar and usage</li><li>▪ Limited control of mechanics</li></ul> <p>Text may not be sufficiently developed or complex to demonstrate sustained control.</p>	<ul style="list-style-type: none"><li>▪ Moderate control of a variety of sentence structures</li><li>▪ Moderate application of correct grammar and usage</li><li>▪ Moderate control of mechanics relative to length and complexity</li></ul>	<ul style="list-style-type: none"><li>▪ Control of a variety of sentence structures,</li><li>▪ Consistent application of correct grammar and usage</li><li>▪ Correct mechanics relative to length and complexity</li></ul>